AUTISM/ASPERGER'S SYNDROME
Student Analysis

Student Name: _____ **DOB:** _____ **Grade:** _____

Date of Analysis: _____ **Completed by:** _____

School: _____ **Teacher:** _____

COMMUNICATION SKILLS: *(Rate Student Overall)*   **Good**   **Med**   **Poor**

Conversational: Proficient_____ One-way:_____ Hesitant:_____

Gestures: Coordinated:_____ Overly-drammatic:_____ Minimal_____

Eye-Contact: Solid:_____ Brief:_____ Hesitant:_____ Non-existent:_____

Vocal Tone: Full-inflection:_____ Nasal:_____ Monotone:_____ Pedantic:_____

Comments:

SOCIAL SKILLS: *(Rate Student Overall)*   **Good**   **Med**   **Poor**

Has friends: Yes:_____ No:_____ Has 'acquaintances' _____

Initiates: Yes:_____ No:_____ Responds: Yes:_____ No:_____

Works in Groups: Fully:_____ Sometimes:_____ Not at all:_____

Grooming skills: Clean:_____ Messy:_____ Unkempt:_____

Clothing: 'Cool':_____ Out dated:_____ Turns kids off:_____

Reads Non-Verbal: Fully:_____ A little:_____ Not at all:_____

Understands/Tells: Jokes ____Y _____N; Sarcasm: ____Y _____N_____

Comments:

BEHAVIORS: *(Rate Student Overall)*   **Good**   **Med**   **Poor**

Aggression: Yes:_____ Occ:_____ No: _____

Repetitive behaviors: Yes:_____ No:_____ Often:_____ Seldom:_____

Obsessions: Yes:_____ No_____ Interferes: Yes_____ No:_____

Motivation: Good:____ Inconsis:_____ Poor:_____

Transitions: Ok:_____ Problems:___
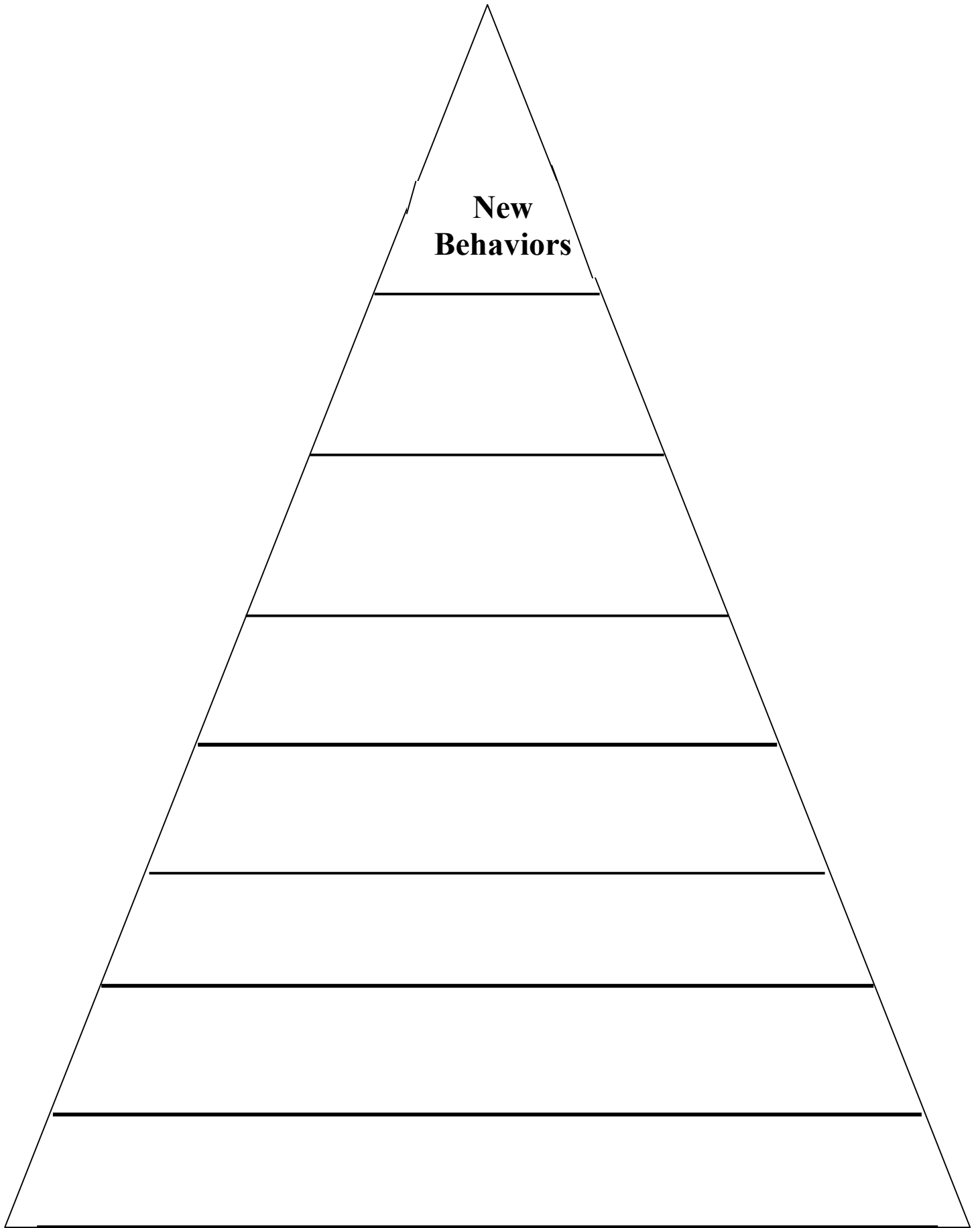
Perseverative Interest: *(explain)*_____

Comments:

OTHER:

Gross Motor: Coordinated:_____ Awkward:_____ Clumsy:_____

Fine Motor: Coordinated: _____ Difficult: _____ Penmanship: Good:_____ Ok:_____ Poor:_____

Cognitive: (Explain)

Comments:

**New
Behaviors**

EAC - CLASSROOM OBSERVATION/EVALUATION FORM

Classroom: _____ **Teacher:** _____**Date:** _____

Evaluator: _____ **Time:** _____ **to** _____

_____# Students present _____# Parapros; Others present _____

Behaviors	Communications	Academics	Socialization	Classroom/Staff
Those seen: (#'s & description) Total # of inapprop behaviors seen today: _____	___Verbal cues appropriate ___Nec. pictures available ___Opportunities to communicate provided ___Visuals paired w/ verbal cues ___Concrete cues used ___ Instructions on students' level	Activities observed: ___IEP objectives addressed (Give examples)	Were social objectives Implemented? Which ones?	Class: ___Calm ___Noisy ___Structured ___Chaotic ___Predictable ___Scheduled ___Visuals present ___Visuals used ___Materials prepared ___Teacher organ-ized
Is teacher effective In handling behaviors? ___Yes ___No	Were students able to communicate needs appropriately?	Name & % on task time: _____ _____ _____ _____ _____	Did staff have good rapport with students?	Were paras used & directed efficiently?
Were student behaviors decreased as a result? ___Yes ___No	Positive:	___Variety of activities presented ___Down time kept to a minimum ___Smooth transitions ___Lessons develop. appropriate?	Comments:	Comments:
Were positive means used w/behaviors?	Comments:	Did students *learn* during this session?	Comments:	Were instructions carried out?

Time Sample below +/- every 15 seconds				

% Engagement Of class																				

Data:
☐ **Collected**

☐ **Relevant**

Is data used and analyzed to adjust program?   Is it collected consistently?

Explain positives of program below:

Explain areas for improvement below:

Previous recommendations: (Check if completed)

☐ **1.**

☐ **2.**

☑ ☐ **3.**

☐ **4.**

New Recommendations:	Date for completion
	3

S. Wagner, 04, Emory Autism Center

Classroom Teacher Analysis:
Finding the best match between teacher and student with Autism Spectrum Disorders

S. Wagner, 6/2008

Teacher: _____ **Subject:** _____ **Time Frame:** _____	
Date: _____ **Grade:** _____ **RegEd** ____ **SpecEd** ____	
Evaluator: _____ **Title:** _____	

The following questions posed are offered as a means to gather information regarding the teaching style used within a general education classroom, the classroom atmosphere, and what the student will encounter in this classroom. This list is not intended to be used as a discipline measure, but as an insight into the teacher's style and management system, in an effort to better match students with ASD and their teachers. Evaluators should be sensitive to the student's and staff's needs and maintain an understanding demeanor when discussing the results.

	Yes/+	No/-	Comments
Tally the number of positive and negative statements made to the class in general, in a random, 30 minute time frame.			
Is there a visual schedule on the wall depicting the daily activities in sequential order?			
Does the teacher refer to the schedule throughout the day *(before, after activities)*?			
Is the visual schedule written more for the teacher's understanding, or the student's?			
Is the teacher following the stated schedule?			
Is the student's attention directed to the schedule routinely?			
Are the desks in a cooperative learning group or individually set?			
What % does the teacher spend in large group and small group instruction?	_____% Large Group _____% Small Group		
What % does the student spend in individual work, and in group work?	_____ % Individual Group _____ % Group Work		
How many students have their desks totally separate from the other students' desks *(near teacher's desk, in the back of the room, etc.)*?			
Number of times the teacher calls on the targeted student during the 30minute session.			
Number of times the teacher calls on any particular typical student within 30minutes time frame.			

Does the teacher follow the schedule?			
Does the teacher encourage problem-solving skills of the target student or quickly provide answers herself?			
Does the teacher offer choices to the students?			
Is the teacher following the behavior plan for the targeted student?			
How often does the teacher need to discipline the students in class?			
How many office referrals have been made in the last month from students assigned to this classroom?			
How often does the teacher meet with supportive staff (special ed, paraprofessional, speech, OT, etc.)?			
Check the number of ways the teacher cues the student routinely.	___Proximity ___Verbal Cue ___ Non-Verbal Cue ___Peer Cues ___Provide Visual Mtrls ___ Other		
Does the teacher use prompt-fading techniques to increase independence?			
Does the teacher conduct peer programming in the classroom?	*Explain how:*		
Has this teacher set up Lunch Bunches or small group social skills training?			___with typical peers ___with atypical peers
Does the student have a recess and lunch buddy?			___with typical peers ___with atypical peers
Does the teacher respect confidentiality of student (not talking about the student in front of the peers)?			
Does the teacher use a multimodal approach to teaching – lecture, modeling, demonstration, small group instruction, projects, etc? Explain which ones.			
How often does the teacher switch modalities?	___every lesson ___within lessons ___<every 15min ___>than every 15 minutes		
Does the teacher have a positive method of controlling the students' behaviors (POS) or a punitive one (Response Cost)?	POS	RC	Explain
How many total "cards", "clips", names on the board, etc., are recorded each week in this class?	___0-5 ___6-10 ___11-15 ___ 16 – 20 ___ > 20		
Does the atmosphere of the classroom appear disciplined, casual, chaotic, overly-formal, etc.?	___disciplined ___casual ___chaotic ___overly-formal ___happy ___serious ___loud ___quiet		
Are the students progressing and learning?			
Is the targeted student engaged in the activity?			
Is the targeted student's attention directed at modeling the peers?			
Does the regular ed teacher spend as much time with the targeted student as with the typical students?			

Does the teacher provide transition cues between activities, or do they happen suddenly, without warning?			
What accommodations do you see the teacher uses with this student? Circle each that apply.	*More time; Oral testing; Repeated directions; Use of calculator; Scaffolding; Multiple choice; Other*		
What academic modifications do you see the teacher use with this student? Circle each that apply.	*Agenda; Less assignment; Study guide; Peer tutoring; Less intensity; Modified grade; Substitute curr; Other*		

Once the assessment is completed, the evaluator can go over the results with the teacher to identify difficult areas that the student with ASD might encounter in this classroom under this teacher's instruction. Not every teacher feels comfortable or is equipped to teach a student with ASD; therefore, close attention should be taken to the results of this form, to find the best match for a student with an autism spectrum disorder and his/her teacher.
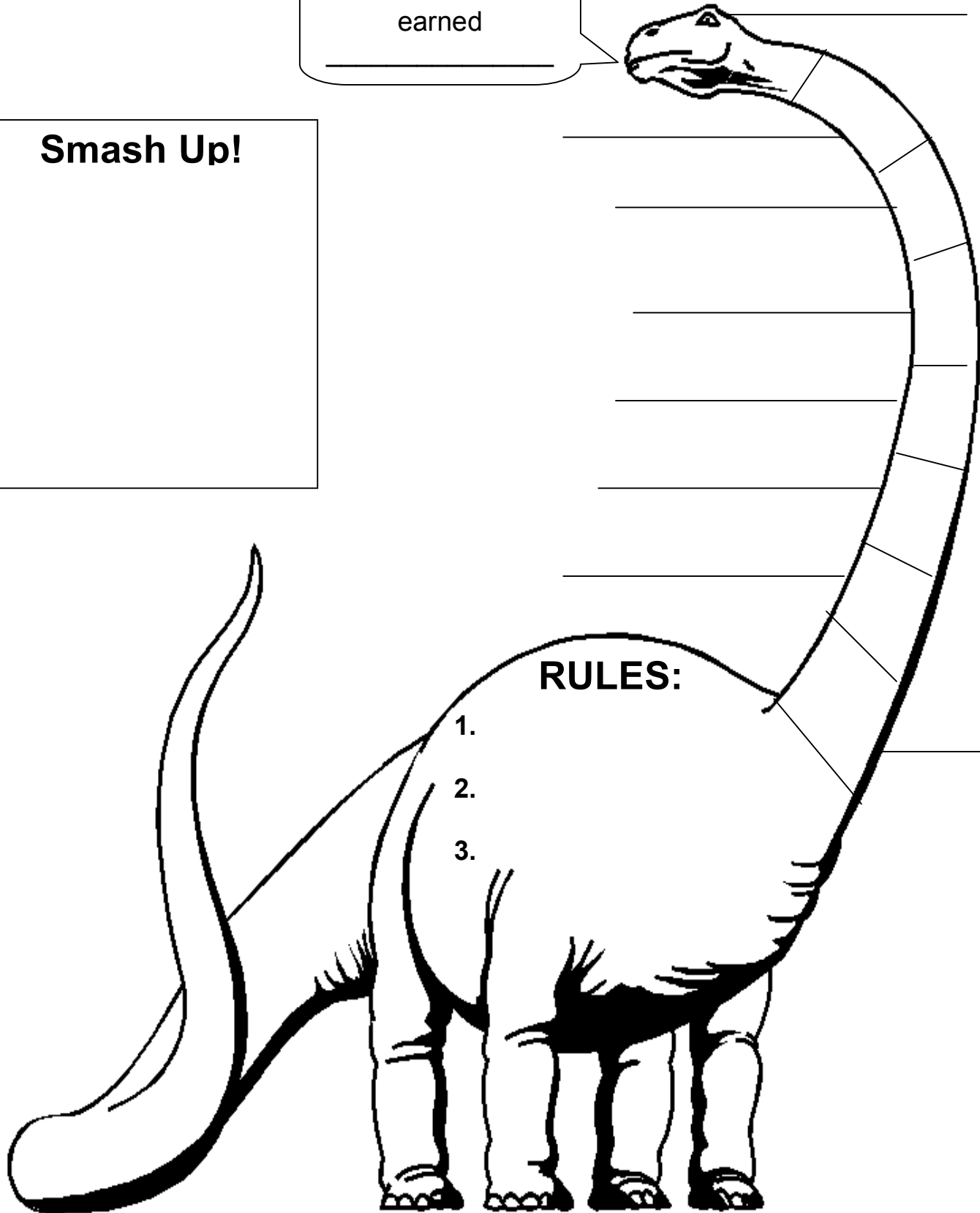
S. Wagner, 6/2008

Co-Teaching Analysis

Activity	Regular Ed Teacher	Special Ed Teacher	Conclusions – Action plan
Planning Time • How much do we need? • When in the schedule? • How do we document our time?			
Instruction Time • What content will be included? • Who plans content? • Which part do we each teach? • What are our strengths? • What co-teaching model do we use? • How do we evaluate our teaching? • Who takes data on student learning? • How do we resolve differences? • What rotation do we implement for duties?			
Student Behaviors • What are the class rules? Pos/Neg based? • Who delivers consequences? • How can we ensure consistency? • What pro-active measures will we have to foster good behavior?			
Communication • How often do we communicate with parents? • What form? • Who answers phone calls? • What info will be given to parents? • How do we communicate with students?			

Modified from Villa, Thousand & Nevin.2004

_____
Name

Good Job! You
earned
_____

Smash Up!

RULES:

1.

2.

3.

_____
Parent Signature

Emory Autism Center - Monarch School Age Program
*Image obtained from Internet - Google Images

PARAPROFESSIONAL EVALUATION FORM
MONARCH School Inclusion Program

Para Name: _____ **Classroom:** _____

School: _____ **Evaluator:** _____

*(See last page for instructions on scoring)

DOMAIN	SKILL	*Date*	*Comment*	*Date*	*Comment*
Attitude Toward Job & Student **0 – 5 scale**	Para was on time each day and stayed the full length of scheduled assignment				
	Para was where she/he was supposed to be at all times				
	Para returned from breaks on time				
	Para appears to like her/his job – shows in demeanor				
	Para shows affection for student through smiles and comments				
	In the course of the time evaluated, para delivered >5 positive comments to student				
	Para shows respect for student at all times				
	Para gets along with other team members				
Proximity to Student; & Needs Assessment **0 - 5 scale**	Para attained proximity (<3 feet) of student when the student required assistance in a timely manner.				
	Para assisted other students when target child did not require assistance (did not just sit and do nothing)				
	While assisting other students, para continued to assess needs of target student				
	Para did not "hover" over student when they did not need her/him				
	Para was alert to all student needs				

	Para uses least restrictive cues to teach skill; encourages indep.				
Behavior **Program** **Implemeta-tion** **0 – 5 scale**	Para recorded scheduled behavior data as assigned				
	Accuracy of data collected reflects actual events occurred				
	Behavior Program appropriately implemented & documented				
	Reinforcers delivered approp. and promptly				
	Reinforcers delivered in positive manner				
	Motivators changed periodically or as needed				
	Remains positive when delivering *Natural Consequence* to student				
	Para refrains from using negatively based words, such as "No", "Don't", etc. Uses positive words instead				
	Para ignores attention-seeking behaviors when appropriate				
	Any physical touching of student is always gentle and in a positive manner				
	Any speaking to student is always in a positive manner, not negative or sarcastic in anyway				
Social **Program-ming** **0 – 5 scale**	Para set up opportunities for target child to interact with peers				
	Para modeled appropriate response for student				
	Para sends in peers to interact with student				
	Para instructed peers in methods to interact with target student				
	Para uses role modeling to teach appropriate behaviors				
	Para conducts Lunch Bunch at all scheduled times				
	Lunch Bunch was not 'teacher' directed, but allowed to be 'student-directed'				

	Para was able to help student build on conversations				
	Para addressed social objectives				
Academic **Instruction** **&** **Modification** **0 – 5 scale**	Para was able to implement academic modifications appropriately & systematically				
	Para was able to "think on her/his feet" and make adjustments to materials quickly on her/his own initiative				
	Para was able to follow teacher's directions to make modifications to materials as needed				
	Para reported difficulties to acad mod to teacher in timely manner				
	Para prepared materials in advance of the lesson				
	Para keeps materials organized and easily accessible				
Individual **Specific** **Issues** **0 – 5 scale**	Para is neat and presents herself well to others				
	Para is pleasant to work with				
	Para is a "team member" and contributes valued information				
	Para respects all confidentiality of students' information				
	Para is not a "gossip"				
	Para respects authority of teacher in the classroom				
	Para is not easily 'stressed'				
	Para is for the most part, an optimistic v.s. pessimistic personality				
Other **0 – 5 scale**	Para doesn't carry on extraneous conversations				

INSTRUCTIONS FOR SCORING PARA EVALUATION

Scale Possible: 0, 1, 2, 3, 4, 5; NA. Please score your opinion on each item according to the guidelines below. Any score <u>below</u> a 4 should be reviewed with the para and scheduled for additional training.

The Paraprofessional Evaluation Form can be conducted on any and all paraprofessionals that are assisting students with autism in the *MONARCH* School Inclusion Project. When used, the form should be filled out by the supervisor or teacher that has observed the para for a minimum of ½ day in conjunction with general information obtained from the in-class teacher (if not completing the form herself). Dates evaluated should be recorded at the top (room for 2 evaluations) and scored according to the scale below. Any domain scored below a 4 should be reviewed with the para and further information or training obtained for them. Evaluations can be done as frequently as needed, but at a minimum of two times per year. Information obtained through this evaluation should be kept confidential with all due respect to the individual evaluated.

Scale: 0 = not mastered at all; **1-2** = although has some, is lacking in sufficient skills; needs much training yet; **3** = average skills, but would benefit by further training;   **4** = skills above-average and showing great improvement, but not mastered   **5** = mastered in all aspects. **NA** = not applicable at this time – cannot be scored on this item.

This form has been developed for the MONARCH School Inclusion Project of the Emory Autism Resource Center. Information regarding the form can be addressed to the MONARCH Program Coordinator at (404)727-8350.

C:/ASF/Forms   Revised 8/02 S. Wagner

SOCCSS© *Jan Roosa 1995*
Situation – Options – Consequences – Strategies – Simulation

Situation

Who:

When:

What:

Why:

Options	*Consequences*	*Choice*

Strategy – Plan of Action

Student Assessment for Inclusion
Emory Autism Resource Center

Name: Age: Reg. Ed Class _____ Spec Ed Class _____

CARS Level: _____ Cognitive Level: _____ Previous Inclusion Experience? ___y ___n

<u>Academic:</u> Grade Level: _____ Fine Motor Probs?_____ Est. On task time:_____

Follows: ____1-step ____2-step directions; Completes work? ___y ___n Messy? __y ___n

Modified Curriculum?___y ____n Suggested suppl. curriculum_____

Verbal Abilities: ___Single words ___Phrases ___Complex Speech ____Echolalia __I __D

<u>Behavior/Social:</u> Activity Level 1 2 3 4 5 (1 being low)
    Aggression: _____to peers; _____to adults; _____to self (SIB - what form?_____)
  Biting? ___y ___n ___Hitting; ___Kicking; ____Throwing; Passive? __y __n

Walks in line? _____ Noise sensitivity? _____ Reacts to certain words? _____

Plays with peers? ___y ___n How is he on the playground? _____

Loud vocalizing in class? ___y ___n Can he be quieted? ___y ___n

Drooling? ___y ___n Mouths objects? ___y ___n

Write notes regarding this student. What problems do you foresee? What peer programming
will you do? What will the behavior program look like?

Teacher Communication Form

Student_____   Date_____

Teacher_____   Grade_____

Please return to _____by _____
As we check on student progress and prepare to write IEP's, we want to make sure that we include the valuable information you can provide on the above student. We are requesting your assistance to provide information in the following areas. Please feel free to add additional information on another sheet if needed.

O- OFTEN   S-SOMETIMES   R- RARELY   N-NEVER

SUBJECT	WORKS INDEPEN-DENTLY	COMPLETES WORK	PARTICIPATES IN CLASS	ON TASK	GRADES (AVG)
MATH	O S R N	O S R N	O S R N	O S R N	
SOCIAL STUDIES	O S R N	O S R N	O S R N	O S R N	
SCIENCE/ HEALTH	O S R N	O S R N	O S R N	O S R N	
PE	O S R N	O S R N	O S R N	O S R N	
LANG.ARTS	O S R N	O S R N	O S R N	O S R N	
READING	O S R N	O S R N	O S R N	O S R N	
WRITING	O S R N	O S R N	O S R N	O S R N	

Academic Strengths/Weaknesses
(include brief statements)

Quality of work compared to typical students_____

_____

Noticed improvements since the start of the year:_____

_____

Noticed regressions since the start of the year:_____
_____

Teacher Communication Form

Academic Strengths/Weaknesses
(include brief statements)

Area(s) of strength: _____

_____

_____

Area(s) of weakness:_____
(and/or hard to grasp skill)

_____

_____

Social Skills Strength/Weaknesses
(include brief statements)

Relationship with peers:_____

_____

Relationship with teachers:_____

_____

Other
(Please list any other comments, concerns, strengths, weaknesses, etc.)

_____

_____

_____

❑ I feel that a meeting is needed at this time._____(teacher initials)
❑ I don't feel that a meeting is needed at this time._____(teacher initials)

M. Lazenby 1/04

Workshop Activity Form

Participant's Name: _____   **Date:** _____

Characteristics –	Communication	Cognitive functioning
Student Profile	*1* *2* *3* *4* *5* *6* *7* *8*	*1* *2* *3* *4* *5* *6* *7* *8*
Identify as many aspects of this student's profile that you can.	Socialization *1* *2* *3* *4* *5* *6* *7* *8*	Motor Planning *1* *2* *3* *4* *5* *6* *7* *8*
	Behaviors *1* *2* *3* *4* *5* *6* *7* *8*	Strengths: *1* *2* *3* *4* *5* *6* *7* *8*
Transition Programming *What do I need to do to get ready for this student?*	*1* *2* *3* *4*	*5* *6* *7* *8*
Teaching Strategies *What are some techniques I can use?*	*1* *2* *3* *4*	*5* *6* *7* *8*

Behavior Programming *What strategies should I implement?*	*1* *2* *3* *4*	*5* *6* *7* *8*
Social Programming *What can I do to improve student's social behaviors, and acceptance by other students?*	*1* *2* *3* *4*	*5* *6* *7* *8*
Data collection	*1* *2* *3* *4*	*5* *6* *7* *8*
Collaboration with Families	*1* *2* *3* *4*	*5* *6* *7* *8*

S. Wagner, 2007

Other/Comments:

EARC RESEARCH DATA COLLECTION FORM

School: _____ County: _____ Grade: _____ Teacher: _____

Date/Time   Activity

	Date/Time	Activity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Target Student Name — SI [ ]	----------	----------	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E
#1 Typ Stdnt Name — SI [ ]	----------	----------	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E
#2 Typ Stdnt Name — SI [ ]			P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E
Target Stdnt Name — SI [ ]	----------	----------	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E
#1 Typ Stdnt Name — SI [ ]	----------	----------	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E
#2 Typ Stdnt Name — SI [ ]			P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E	P RI R E

Legend: **P** = **P**roximity; **RI** = **R**eceiving **I**nitiations from other students; **R** = **R**esponds to other students; **E** = Is **E**ngaged with peers

For every student with autism that you take data, choose 2 typical students to collect data on as well. Use these same 2 typical students all year – do not rotate. Inform Autism Facilitator if one of the typical students cannot be followed all year.

Data is to be collected in the 2nd half of the activity. Circle (o) or slash (/) across the appropriate code for the time sample. Observe for 10 seconds, then record at the end of every 15 seconds.

SI = **S**taff **I**nitials *(Please put your initials in the box as recorder).*

C:/ASF/Inclusion/Research/Research Forms/Data Collection Form 3